

SPEECH ACTS IN TEACHING AND LEARNING PROCESS OF ENGLISH AT LP3I CILEGON

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Abstract:

The aim of this research was to find out the kinds, forms, and taxonomies of speech acts occurred in the English teaching and learning process at LP3I Cilegon. This research was qualitative research with content analysis design. The data of this research were the English utterances performed by the English lecturer and students of LP3I Cilegon. The data were classified according to Austin theory of speech acts which was developed by Kreidler. The results showed that there were two kinds of speech acts occurred, illocutionary and perlocutionary acts with the total of 1120 utterances. There were two forms of speech acts, namely direct speech and indirect speech acts. There were seven taxonomies of speech acts, i.e illocutionary assertive utterance (31%), illocutionary performative utterance (0,75%), illocutionary verdictive utterance (8%), illocutionary expressive utterance (1,25%), illocutionary directive utterance (36%), perlocutionary directive utterance (3%), illocutionary commissive utterance (7,5%) and illocutionary phatic utterance (12,5%). The most dominant speech acts used was direct illocutionary directive utterance while the fewest was indirect illocutionary performative utterance. In conclusion, the used of directive speech acts made implication towards the improvement of the students' communicative skills because many lecturer's instructions increased the students to more active speaking and critical thinking.

Key Words: Discourse analysis, English teaching and learning, speech acts

1. INTRODUCTION

Language is an significant part of everyday life and is involved in almost every field of human activity. It is the central instrument for communicating messages, communicating ideas, views, and thoughts. Meyer (2009, p. 16) states that language exists as a communicative instrument to meet the communicative requirements of its users. Language has a significant role in human social interactions, for example, an information that the speaker provides for the hearer.

The important role of communication in English teaching and learning has influenced to a big amount of studies on elements involved in communication. This, in turn, has entailed the development of pragmatics and speech acts as one of its subcategories which have long been of interest of researcher. English language classrooms in college as real language settings provide sample linguistic data which are produced by the lecturers or the students, as there are some interactions in exchanging thoughts, feelings, or ideas. The utterances transfer the lecturer's intentions and the acts perform are varied. Occasionally there are difficulties to understand the lecturer's utterances moreover sometimes causes misinterpreting the messages.

Lecturers use various types of speech acts to express their intention. According to Aitchison (2003, p. 96), speech acts is a series of words that act like deeds. Lecturers may expressly or implicitly conduct speech acts. In addition, they may also use a distinct framework to perform the same or otherwise tasks. Moreover, they may also use a distinct structure to complete the same functions or the other way.

Speech acts need to fulfill a sequence of circumstances known as either felicity or appropriateness conditions to be successful. According to

Aitchison (2003, p. 96), to interpret something as a specific kind of speech acts requires felicity conditions as suitable circumstances. Speech acts theory is used for interpreting the intended meaning that is expressed by the lecturer or students in the classroom activities.

Speech acts are very essential in the teaching and learning process. It is because the acts of communicating knowledge, arranging activities, controlling the classroom, and delivering instructions are carried out through lecturer conversations that contain speech acts. In order to minimize misinterpretation during the teaching and learning process, knowing about speech acts is also essential.

The researcher has teaching experience in LP3I Cilegon. The researcher observed the English learning process in LP3I Cilegon implemented almost full English in the classroom material for all subject. LP3I learning process concerns with the using of English and expects the students to use English in their everyday conversation for preparing their work life in industry after graduation.

The researcher is interested to analyze the speech acts in LP3I English class because the learning process is focused on speaking skill which can show a lot of speech acts and ideal with the focus of this research. In this research, investigating all aspects of speech acts in the teaching and learning process at LP3I Cilegon is difficult for the researcher. Because it is the subject of English, the researcher limited the research to the kinds, forms, and taxonomies of speech acts which occur during teaching and learning process in OMS-K, 3rd semester English class at LP3I Cilegon.

Based on the research focus, the following of the problems to answers this question: (1) What kinds of speech acts do the speakers speak when he/she in English teaching and learning process at LP3i Cilegon? (2)

What forms of speech acts do the speakers use when he/she in English teaching and learning process at LP3i Cilegon? (3) What are the taxonomies of speech acts happening in English teaching and learning process at LP3i Cilegon?

Meanwhile, the aims of the research are formulated as follows: (1) To find out the kinds of speech acts occur in the English teaching and learning process at LP3i Cilegon, (2) To find out the forms of speech acts use in the English teaching and learning process at LP3i Cilegon, (3) To find out the taxonomies of speech acts happen in the English teaching and learning process at LP3i Cilegon.

2. LITERATURE REVIEW

The theory of speech acts is based on the concept that a user of language performs actions when speaking. The theory was first articulated by Austin. People not only generate a set of utterances with correct grammar when speaking, but also execute some of the functions through these utterances. Geis (2006, p. 3) states that when the speaker says something that has some meaning and reference, he or she usually does something other than just stating something like making a request, making a promise or offer, or making an apology, and so on. It is the fundamental concept of speech acts in which people use language to act.

Communication is related to intentions and inferences. Recognition of an intention may point directly to its fulfillment. Speaker's intentions to inform the listener about something are fulfilled by being recognized by the listener. According to Cutting (2002, p. 1), pragmatics and discourse analysis are the approaches to study the relation of language to the contextual background features. The success of communication is not when the listener recognizes the linguistic meaning of the utterance but when the listener

concludes the speaker's meaning of it. According to Hickey (2018: 2), speech acts are a classifiable and structured utterances spoken in a real condition of communication. Speech acts need appropriate circumstances, known as felicity condition, to be fulfilled in order to succeed in a speech acts.

Speech acts can be investigated on the action conducted when an utterance is generated at three distinct rates. Cutting (2002: 16) explains that there are three dimensions in every utterance, those are locution, illocution, and perlocution. Locution is literally what the speaker says, illocution is the purpose of what the speaker says, and the impact of what the speaker says is perlocution.

Bach (2006: 151) states an illocutionary act shall be communicatively effective if the addressee understands the illocutionary intention of the speaker. These intentions are essentially communicative, since the satisfaction of illocutionary intentions is the interpretation of the addressee. Mey (2001, p. 210-211) defines the criteria for illocutionary acts are based on contexts which determine the forces or functions of the utterances. Due to distinct forces or functions that are significantly influenced by the context of use, the same utterances can be classified as different illocutionary. According to Kissine (2013: 15), the utterance is used to perform perlocutionary acts. An illocutionary act can indeed be an efficient way to achieve a certain perlocutionary intention. Perlocutionary act is the act by which the illocution in or gives some impact generates a certain effect.

There are two forms of speech acts, those are direct and indirect speech acts. According to Cutting (2002: 19), direct speech acts are used when the presenter wishes to transmit the literal meaning conventionally expressed by the words, that form and function are directly related. It implies

that the speaker does not expect the addressee to recognize or comprehend any other meaning. Cutting (2002: 19) states that someone intends to transmit a distinct meaning when using indirect speech acts from the noticeable surface significance, the non-directly associated form and function. It implies that the interpretation is more than the words have a literal significance.

Speech acts differ in their purposes, Kreidler (2002, p. 183-194) classified seven taxonomies of speech acts, those are assertive utterances, performative utterances, verdictives utterances, expressive utterances, directive utterances, commissive utterances, phatic utterances. The speakers use language in the assertive function to say what they know or believe. Assertive utterances concerning the facts, the assertive language is intended to inform. Performative utterances are acts of expression that lead to the state of affairs they call, such as offers, blessings, firings, baptisms, arrests, marriages, declarations of mistrial. Performative utterances are valid when they are spoken by someone who is empowered to make them and accepted as appropriate in circumstances. Verdictives as speech acts where the speaker evaluates or judges the actions of another person, commonly the addressee. These include ranking, assessing, appraising, condoning. Because these utterances present the evaluation by the speaker of the addressee's prior action(s) or what happened to the addressee, they are retrospective.

According to Kreidler (2002: 188), expressive utterance appears from the prior actions or the speaker's inability to behave. It may be the consequence of such actions or failures at present. Meyer (2009: 50) states that expressive refers to utterances expressing speaker attitudes. Cutting (2002:17) adds that expressive includes the act where the speaker's feeling is stated. It means concern with the expression of psychological and the involvement of the speaker.

Directives are utterances intended to get someone to do something (Meyer, 2009: 50). It means when the speaker intends the hearer to do something. Kreidler (2002:189) defines directive utterances when the speaker attempts to obtain some act from the addressee or does not perform an act. He classifies three types of directive utterances, those are commands, requests, and suggestions.

Commissives utterances according to Kreidler (2002: 192) are speech acts committing the speaker to an action course. It means when the speaker's utterances commit to do something. Phatic conversation is the exchange of greetings and goodbyes, a polite weather conversation, asking about health, or anything is anticipated in a specific culture. The aim is to preserve social bonds.

Searle's most important contributions to speech act theory was his development of the Austinian concept of felicity. Austin concept of speech acts is focused on the utterance of speaker intention, meanwhile, Searle's theory of speech acts is focused on addressee recognition.

There are several previous study that related with the topic of this research. The first study, Kartika (2016) with the title Teacher's and Students' Speech Acts During Correcting Session of The Students' English Works at SMAN 8 Bandar Lampung is about the speech acts produced by the teacher and the students during correcting session of the students' English works. The finding revealed that the teacher produced more speech acts (152 utterances) than the students (63 utterances). Therefore, the teacher mostly produced representatives and directive speech acts. Meanwhile, the students mostly produced representatives speech act to respond to the teacher's speech acts.

The second previous study is “Conceptual Socialization in EFL Contexts: A Case Study on Turkish EFL Learners’ Request Speech Acts Realization” by Sanal (2016). The study analyzed the similarities and differences between native speakers of English and Turkish learners of English in their request, refusal and acceptance speech acts realization in terms of the level of formality, politeness, directness, and appropriateness in written and oral activities. The findings revealed that although Turkish EFL learners could perform similarly to native speakers in terms of realizing appropriate acceptance speech acts, the learners could not produce appropriate request and refusal speech acts in different social situations.

The third previous study by Basra and Thooyibah (2017), “A Speech Act Analysis of Teacher Talk in an EFL Classroom”. This research uses Searle’s taxonomy of speech act classification as the instrument. The findings of the research show directive speech acts are used mostly by the teacher because the teacher adopts the principle of Communicative Language Teaching.

These three studies deal with the speech acts in the context of English language education. It's comparable to the research conducted by the researcher. But, there are some distinctions. First, in the Sanal studies conducted by gathering information in English and Turkish through written Discourse Completion Tasks. Second, research by Kartika analyzed teacher’s and the students’ speech acts only throughout the correction session. The third, research by Basra and Thooyibah is only classifying speech acts in EFL context using case study design, meanwhile the researcher get the data from lecturer’s and students’ utterance during the English teaching and learning at LP3I Cilegon to analyze kinds, forms, and taxonomies of speech acts used content analysis research design.

3. METHOD

3.1 Respondents

The researcher observed the learning process of the third semester English class, OMS-K, at LP3I Cilegon. OMS-K consists of twenty-five students. The meeting started from five p.m. up to eight past forty p.m.

The research setting was limited in English classroom learning which focused on lecturer's and students' utterances and the setting was between English lecturer and students at LP3I Cilegon.

3.2 Procedures

The research was conducted at LP3I Cilegon in February 2019. The researcher used qualitative research as a research method by using content analysis as a research design. According to Mayring (2000), qualitative content analysis is an approach to empirical, methodologically regulated text analysis in its communication context, following content analysis guidelines and step-by-step models, without rash quantification. The content analysis object can be all kinds of recorded communication including interview transcripts, speeches, observation protocols, video tapes, documents.

The researcher is the main instrument in qualitative research. According to Creswell (2009: 176), researcher as the main instrument means researchers obtain data on their own through document review, conduct observation, or participant interviews. A data collection instrument may be used, but the researcher is the one who actually collects the information. In this case, the researcher conducted the research to analyze speech acts in English teaching and learning process at LP3I Cilegon. The data of this research was taken from English class at LP3I Cilegon. The main data collecting in this research were documentation, observation, and interview.

3.2.1. Documentation

The documentation method was used as a data source because of documentation can be used to record learning activities used to analyze data. The documentation method aimed to find out speech acts in the process of English teaching and learning at LP3I Cilegon.

The data was collected by recording the utterances produced by the lecturers using voice recorder. Then, the researcher transcribed the recorded data to make it easy to be analyzed. The researcher noted the data in the datasheet, listed words, sentences or phrases which were identified as speech acts. After that, it was analyzed by identifying the kinds, forms, and taxonomies of speech act.

The researcher attempted to behave as naturally as possible to prevent her from attending the classroom. The researcher's role was just as an observer.

The researcher obtained the data by :

1. Using camera to record the English teaching and learning process in the class.
2. Listening to the recording and attempting to comprehend the lecturer's and students' utterances.
3. Transcribing the data into the written form.
4. Selecting the data gathered.
5. The data is recorded in the data sheet.
6. Classifying the data.

The collected data were noted in the data sheet.

3.2.2. Observation

The observation method aimed to observe the speech acts produced by the lecturer and the students during process of English learning at LP3i Cilegon. According to Cowie (2009: 166), observation is the deliberate perceiving and thorough examination of the conduct of the participants in a naturalistic environment. Observation activities were conducted inside the classroom during learning process by observing lecturer and students activities. The data which was taken from the observation was used to answer the research question. The observation was carried out in conjunction with the process of recording audio-video. The desired data and any information which was found then recorded in the observation form.

3.2.3. Interview

In-depth interview is a kind of interviews which are used by researcher to acquire information to gain a holistic understanding of the informant's perspective or condition. It may also be used for further research to explore interesting areas. It includes asking informants open-ended questions and investigating where needed to obtain information that the investigator is intended to be helpful.

3.3 Data analysis

Based on qualitative research characteristic, data collection, data analysis, and data interpretation process started from the beginning of the research. This research data was obtained from the results of documentation, observation, and interview. Data analysis was done by arranging the data gathered into a category, describing data into units, analyzing important data, compile or present data that is in accordance with the research problem in report form and making conclusions to be easy to understand.

Hence, the process of collecting data, making code, analyzing data, and interpreting data can be conducted since the research begun. Related to the case, the researcher became a research instrument. Data sheet was the instrument that could be used to assist the researcher to identify and analyze the data based on Kreidler's speech acts theory. The researcher made percentage of the data to know usage of speech acts and sharpen the findings of the research.

4. FINDINGS AND DISCUSSION

4.1 The Kinds of Speech Acts in the English Teaching and Learning Process at LP3I Cilegon

The data related to the kinds of speech acts used by lecturer and students at LP3I Cilegon. Based on the research result, the lecturer and students produced two kinds of speech acts in the teaching and learning process of English at LP3I Cilegon. Those were illocutionary acts and perlocutionary acts. Locutionary acts could not be found during process of English teaching and learning at LP3I Cilegon because all of the utterances produced by the lecturer and students had communicative intention. The researcher found 1120 utterances during teaching and learning process.

Based on the observation, the researcher found that the most dominant speech acts performed during teaching and learning process were illocutionary acts with 1085 utterances. During the teaching and learning process, the percentage of illocutionary acts was 97%. The illocutionary acts performed by lecturer was 356 utterances and the students performed 729 utterances during English teaching and learning process at LP3I Cilegon.

Perlocutionary acts happened in the second place of the kinds of speech acts uttered by lecturer and students. The occurrence of perlocutionary acts was discovered in 35 utterances. The percentage of

perlocutionary acts was 3%. The lecturer performed 12 utterances meanwhile the students performed 23 utterances of perlocutionary acts.

Based on the results of the interview, the lecturer indicated that the students mostly interacted with each other but sometimes they felt difficult in English because they did not have many vocabularies. Therefore sometimes the lecturer helped them to interpret what they wanted and sometimes he explained about the new vocabularies related to their purpose. If the students understood the aim of the speaker, they responded well, they did some communication with the lecturer and the other students but if they did not understand the meaning of the communication, they kept silent, they did not say anything. The students mostly understood about speech acts because in teaching and learning of English at LP3I Cilegon was focused on speaking. They did speech acts and had communicative skill.

It could be concluded that the illocutionary acts and perlocutionary acts performed by lecturer and students during English teaching and learning process were success.

4.2 The Forms of Speech Acts in The English Teaching and Learning Process at LP3I Cilegon

Based on the research result, the lecturer and students in the teaching and learning process of English at LP3I Cilegon performed two forms of speech acts. Those were direct speech acts and indirect speech acts. The researcher discovered 1120 utterances during process off English teaching and learning at LP3I Cilegon.

The researcher discovered that the most dominant forms of speech acts performed by lecturer and students were direct speech acts with 1106 utterances. The percentage of direct speech acts occurred in the teaching and learning process was 99%. Direct speech acts used by lecturer were 359

utterances meanwhile the students performed 747 utterances during English teaching and learning process at LP3I Cilegon.

Indirect speech acts occurred with 14 utterances during teaching and learning process. The percentage of indirect speech acts was 1%. The lecturer performed 9 indirect speech acts meanwhile the students performed 5 indirect speech acts. The lecturer used more indirect speech acts than the students.

Based on the interview result, the lecturer sometimes used indirect speech acts to criticize indirectly to students when they do some mistakes or errors but the lecturer preferred to use direct speech acts to make the students understood easier. Most of the students preferred used direct speech acts but sometimes they used indirect speech acts. The students' respons to indirect speech acts was good enough. They would clarify to the speaker if they did not understand the meaning or the aim of the utterances. It could be concluded that direct and indirect speech acts were performed well by lecturer and students during teaching and learning process at LP3I Cilegon.

4.3 The Taxonomies of Speech Acts in the English Teaching and Learning Process at LP3I Cilegon

Based on the research result, the lecturer and students performed seven taxonomies of speech acts during English teaching and learning process at LP3I Cilegon. Those were assertive utterance, performative utterance, verdictive utterance, expressive utterance, directive utterance, commisive utterance and phatic utterance. The researcher found 1120 utterances during teaching and learning process of English at LP3I Cilegon.

Based on the observation about taxonomies of speech acts in English teaching and learning process at LP3I Cilegon, the researcher discovered the most dominant speech acts performed by lecturer and students were directive

with 437 utterances including illocutionary directive with 402 utterances and perlocutionary directive with 35 utterances. The percentage of illocutionary directive utterances that performed during the teaching and learning process was 36% and perlocutionary directive utterances 36%. There were four expressions of directive utterances, those were commanding, requesting, suggesting, and questioning. The lecturer performed 231 direct illocutionary directive utterances and 1 indirect illocutionary directive utterances meanwhile the students performed 170 direct illocutionary directive utterances during English teaching and learning process at LP3I Cilegon. The most dominant directive utterance used by lecturer and students was questioning. The lecturer performed 134 utterances meanwhile student 104 utterances. The lecturer often asked the students during teaching and learning process as shown in the data when the lecturer gave question to the students **“so, what must we do for the first time welcoming a guest?”**. The lecturer often used directives because the lecturer usually performed acts that attempt of getting their students to do something. The lecturer wanted to make the students to do something by using directive utterances. By using directives utterances, the lecturer could deliver instructions easier during teaching learning process.

In the second place of taxonomies of speech acts uttered by lecturer and students during English teaching learning process was illocutionary assertive utterances with 344 utterances. The percentage of assertive utterances was 31%. The lecturer performed 33 direct illocutionary assertive utterances and 2 indirect illocutionary assertive utterances meanwhile the students performed 309 direct illocutionary assertive utterances and 2 indirect illocutionary assertive utterances. There were nine expression of assertive utterances that was found in this research, those were confirming, disagreeing, explaining, informing, mentioning, protesting, recalling, stating,

stating opinion. The most dominant illocutionary assertive utterance used by lecturer was explaining with 11 utterances. The example of explaining from the data was when the lecturer said **“I take this video because most of the speaker in the video talk slowly. It will make you, it will make you more easier to understand about the context of the video”** when he explained the reason about the video that he has chosen. The most dominant illocutionary assertive utterance which was performed by students was informing with 116 utterances.

The third place of Kreidler’s theory of speech acts taxonomy performed by lecturer and students during teaching learning process was illocutionary phatic utterance. Those are greeting, introducing, joking, leave taking, and polite form. The occurrence of phatic utterances was revealed in 140 utterances with percentage 12,5%. The lecturer performed 13 utterances with the most dominant expression was joking with 7 utterances. Meanwhile students performed 127 phatic utterances with the most dominant expression was polite form that was showed in 48 utterances.

Illocutionary verdictive utterances placed at the fourth among other taxonomies of speech acts. There were 93 utterances that showed illocutionary verdictive utterances that included 55 direct illocutionary verdictive utterances and 4 indirect illocutionary verdictive utterances used by lecturer and 34 direct illocutionary verdictive utterances performed by students. The percentage was 8%. Verdictive utterances that were found in this research were complimenting, criticizing, and thanking. The lecturer performed verdictive utterances based on the data when he complimented the student, **“okay good, nice answer.”** The most dominant expression of verdictive utterances used by lecturer was complimenting with 48 utterances.

Illocutionary commissive utterances became the fifth place of taxonomies of speech acts occurred in the English teaching and learning process at LP3I Cilegon. There are four expressions of commissive utterance, those were agreeing, offering, promising, refusing. The percentage of commissive utterances that performed during the teaching and learning process was 7,5% with total 84 utterances used by the lecturer and students. The commissive utterances performed by students were 76 utterances including 71 direct illocutionary commissive utterances and 5 indirect illocutionary commissive utterance. Meanwhile the lecturer performed 8 utterances. The most dominant used by the students were agreeing with 38 utterances, one of agreeing expression from the data **“yes, I can sure”**, when the student agreed to help his friend. The fewest were refusing with 7 utterances.

In the sixth place of taxonomies of speech acts uttered by lecturer and students during English teaching learning process were expressive utterances with 14 utterances. There were two expressions of expressive utterances, admitting and apologizing. The percentage of expressive utterances was 1,25%. The lecturer performed 1 utterances meanwhile the students performed 13 utterances of expressive utterance. One of the examples that is shown from the data when the student said **“I am sorry”** when she apologized for blocking the audience during her performance.

The fewest kinds of speech acts occurred in teaching and learning process of English at LP3I Cilegon were performative utterance with 8 utterances which was only performed by the lecturer. The percentage of performative utterance that performed by lecturer was 0,75%. Performative utterance was special speech acts which must be used by the people who had authority to speak in the appropriate circumstances including the lecturer in the classroom situation. The performative utterances performed in the data

when the lecturer declared “**we take a break for twenty minutes.**”. Performative utterance was special speech acts which must be used by the people who had authority to speak in the appropriate circumstances including the lecturer in the classroom situation.

Based on the interview results, the lecturer mostly used directive speech acts in teaching and learning process to command the students to do some conversation. Most of time, the lecturer’s command were understood by the students, but if the students did not understand the command, the lecturer chose the different ways to explain.

It could be concluded that the dominant utterances occurred in teaching and learning process of English at LP3I Cilegon was direct illocutionary directive utterances. The lecturer often used directives because the lecturer generally produced acts trying to get his students to do something. The most dominant directive utterance used by lecturer and students was questioning. The lecturer performed 134 utterances meanwhile student 104 utterances. It was because by posing a lot of questions students were encouraged to activate their critical thinking, answer the questions, and kept talking. The use of directive speech act implied improving the communication skills of the students.

Performative utterances were found in this research in direct and indirect forms as a discovery that could not be found in the previous research. Speech acts in teaching and learning process of English at LP3I Cilegon was performed well by lecturer and students. Most of the students understood and responded well the intention of the utterances by the lecturer and fellow students.

5. CONCLUSION

This research was concerned with the speech acts occurred during teaching and learning process of English at LP3I Cilegon. According to the objectives of the research, to identify kinds, forms, and taxonomies of speech acts used by the English lecturer and students in the teaching and learning process at LP3I Cilegon, the results of the research could be concluded that there were two kinds of speech acts performed by the English lecturer and students at LP3I Cilegon. Those were illocutionary acts, and perlocutionary acts. The most dominant kinds of speech acts occurred was illocutionary acts. There were two forms of speech acts, namely direct speech and indirect speech acts. Direct speech acts were the most dominant form of speech acts.

There were seven taxonomies of speech acts performed by the lecturer and students in English teaching and learning process at LP3I Cilegon. Those were illocutionary assertive utterance (31%), illocutionary performative utterance (0,75%), illocutionary verdictive utterance (8%), illocutionary expressive utterance (1,25%), illocutionary directive utterance (36%), perlocutionary directive utterance (3%), illocutionary commissive utterance (7,5%) and illocutionary phatic utterance (12,5%). The most dominant speech acts used was direct illocutionary directive utterance while the fewest was illocutionary performative utterances.

The total of the utterances occurred in teaching and learning process of English at LP3I Cilegon were 1120 utterances. The most dominant directive utterance used by lecturer and students was questioning. The use of directive speech act made implication towards the improvement of the students' communicative skills because many lecturer's instructions increased the students to more active speaking and critical thinking.

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TABLES

Table 1. Data Findings of The Kinds of Speech Acts

Kinds of Speech Acts	Frequency		Total Frequency	Percentage
	Lecturer	Students		
Locutionary Acts	0	0	0	0%

Illocutionary Acts	356	729	1085	97%
Perlocutionary Acts	12	23	35	3%
Total			1120	100%

Table 2. Data Findings of The Forms of Speech Acts

Forms of Speech Acts	Frequency		Total Frequency	Percentage
	Lecturer	Students		
Direct Speech Acts	359	747	1106	99%
Indirect Speech Acts	9	5	14	1%
Total			1120	100%

Table 3. Data Findings of The Taxonomies of Speech Acts

Taxonomies of Speech Acts		Category	Frequency		Total Frequency	Percentage
			Lecturer	Students		
Illocutionary Assertive Utterance	Direct Illocutionary Assertive Utterance	1. Confirming	8	52	60	17,5%
		2. Disagreeing	0	7	7	2%
		3. Explaining	11	67	78	23%
4. Informing		4	116	120	35%	
5. Mentioning		2	21	23	7%	
6. Protesting		0	5	5	1%	
7. Recalling		1	1	2	0,5%	
8. Stating		6	1	7	2%	
9. Stating Opinion		1	39	40	12%	
	Total		33	309	342	99,5%
	Indirect Illocutionary Assertive Utterance	1. Disagreeing	1	0	1	50%
		2. Stating	1	0	1	50%
	Total		2	0	2	0,5%
Total			35	309	344	31%
Illocutionary Performative Utterance	Direct Illocutionary Performative Utterance	Declaring	6	0	6	75%
	Indirect Illocutionary	Declaring	2	0	2	25%

	Performative Utterance					
Total			8	0	8	0,75%
Illocutionary Verdictive Utterance	Direct Illocutionary Verdictive Utterance	1. Complimenting	48	13	61	69%
		2. Criticizing	6	3	9	10%
	3. Thanking	1	18	19	21%	
Total			55	34	89	96%
	Indirect Illocutionary Verdictive Utterance	1. Criticizing	4	0	4	
Total			4	0	4	45
Total			59	34	93	8%
Illocutionary Expressive Utterance	Direct Illocutionary Expressive Utterance	1. Admitting	1	8	9	64%
		2. Apologizing	0	5	5	36%
Total			1	13	14	1,25%
Illocutionary Directive Utterance	Direct Illocutionary Directive Utterance	1. Commanding	69	1	70	17,5%
		2. Requesting	9	61	70	17,5%
	3. Suggesting	19	4	23	6%	
Total			134	104	238	59%
Total			231	170	401	99,8%
	Indirect Illocutionary Directive Utterance	1. Commanding	1	0	1	100%
Total			1	0	1	0,2%
Total			232	170	402	36%
Perlocutionary Directive Utterance	Direct Perlocutionary Directive Utterance	1. Commanding	12	1	13	37%
		2. Requesting	0	22	22	63%
Total			12	23	35	3%
Illocutionary Commissive Utterance	Direct Illocutionary Commissive Utterance	1. Agreeing	0	38	38	48%
		2. Offering	2	21	23	29%
		3. Promising	6	10	16	20%
Total			0	2	2	3%

		g 4. Refusing				
	Total		8	71	79	94%
	Indirect Illocutionary Commissive Utterance	1. Refusing	0	5	5	6%
Total			8	76	84	7,5%
Illocutionary Phatic Utterance	Direct Illocutinary Phatic Utterance	1. Greeting	1	23	24	17%
		2. Introduc ing	0	9	9	6%
		3. Joking	7	37	44	31%
		4. Leave Taking	1	10	11	8%
		5. Polite Forms	4	48	52	37%
Total			13	127	140	12,5%
Total Taxonomies of Speech Acts					1120	100%